



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Crwys Primary School  
Chapel Road  
Three Crosses  
Swansea  
SA4 3PU**

**Date of inspection: June 2019**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Crwys Primary School

Crwys Primary School is in the village of Three Crosses at the gateway to the Gower peninsular in Swansea. There are 145 pupils on roll between the ages of 3 and 11, including 17 part-time nursery pupils. There are six mainstream classes for pupils from nursery to Year 6. In addition, there is a local authority funded special teaching facility for foundation phase pupils within the school, with seven pupils on roll.

The average proportion of pupils eligible for free school meals over the last three years is approximately 6%. This figure is well below the local and national average of 18%. Around 20% have special educational needs, which is around the national average. Nearly all pupils are from English-speaking homes.

The headteacher has been in post since September 2015. The school was last inspected in January 2012

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Crwys Primary School is a very caring environment where nearly all pupils feel happy and safe and thoroughly enjoy their learning. During their time at the school, most pupils, including those in the special teaching facility, make good progress in developing their literacy and information technology skills. Standards of behaviour and self-discipline are very good in nearly all lessons and around the school.

The school plans the curriculum effectively. Teachers develop pupils' physical and creative skills successfully through a wide range of interesting activities. The use of outdoor learning to enhance pupils' attitudes to learning and improve their wellbeing is excellent and this ensures that pupils are developing into confident learners.

The headteacher provides effective leadership and a clear strategic direction for the school's work. There is a strong culture of continuous improvement. Leaders plan and implement improvement strategies well. Staff share leadership responsibilities successfully and teamwork is a strength. The school engages well with parents and has communicated its vision and values effectively.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Excellent</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

R1 Provide more opportunities for pupils to apply their numeracy skills across the curriculum

R2 Refine self-evaluation processes to ensure a sharper focus on the monitoring of teaching

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

Most pupils enter the school with standards at or above those normally expected for their age. By the end of key stage 2, most make at least the expected progress and a majority make above the expected progress from their starting points. Most pupils in the special teaching facility make good progress overall.

Most pupils have well-developed oracy skills. In the foundation phase, most speak clearly and confidently to adults and each other. Pupils in Year 2 discuss enthusiastically how to make a 'stinky soup' with mud, sticks, and leaves whilst working in the forest area. Pupils from the learning resource base take pride in showing their classroom to visitors and explaining well how the different areas are used. Across key stage 2, most pupils build successfully on these early skills and communicate articulately using a high level of vocabulary. Most pupils speak expressively to show their understanding. For example, Year 4 pupils give a detailed account of the plot of the Welsh tale "Olwen". Many older pupils use rich vocabulary to appreciate the work of a famous artist.

Most pupils develop their reading skills effectively as they move through the school. In the lower foundation phase, most pupils learn the sounds that letters make and use this knowledge well to decode simple words. By Year 2, most read simple texts fluently, with expression and understanding. They talk about their favourite authors and the books that they enjoy reading. By Year 4, many pupils enjoy reading more challenging texts with understanding. By the end of key stage 2, nearly all pupils are competent readers. They read with expression, infer information from what they read, and form logical deductions.

By the end of the foundation phase, pupils write to a good standard for a range of purposes. For example, they give reasons for and against the country mouse moving to the town and write instructions for making hedgehog bread. Many key stage 2 pupils write fluently and at length. Many capture the imagination of the reader by using the features of different types of writing. In Year 4, pupils write to persuade the Celtic Manor to stop using plastic straws. Year 6 pupils recount stories using suspense and tension, such as when they write stories based on the book 'Be Scared of the Dark'. Most pupils' writing is neatly presented.

In the foundation phase, most pupils ask and respond to simple questions in Welsh appropriately, for example asking how they are when greeting one another. Year 2 pupils write a series of sentences well to describe themselves in Welsh. They write simple book reviews, news items and letters using suitable vocabulary and sentence structures. More able pupils write short paragraphs pretending they are Dewi Sant and Plo y Gwdihw. In key stage 2, pupils describe themselves and others using an appropriate range of Welsh vocabulary. They give some reasons for their likes and dislikes. Many older pupils use the past tense to write paragraphs, for example to say what they did over the weekend.

Across the school, most pupils develop their mathematical skills well. Most work well with numbers and correctly perform age-appropriate calculations. From Year 2, most

pupils use their maths skills effectively to solve problems and reason about numbers, for example when calculating change from £1 in Willy Wonka's chocolate factory and doubling a pancake recipe to make sure they have enough to make pancakes for their friends. Year 6 pupils use spreadsheets to calculate amounts of plastic in specific areas on a beach. Many pupils are able to recall confidently and quickly basic multiplication facts, addition of hundreds and rounding to the nearest 1,000. Pupils who are more able in Year 6 use pi confidently to calculate the circumference of a circle and solve real-life problems.

The use of information and communication technology (ICT) is a strength of the school. From an early age, nearly all pupils in the foundation phase develop good independent skills and can use ICT confidently. For example, in nursery, many pupils use tablets to search for and recognise numbers from 1 to 10. Older foundation phase pupils use applications usefully to practise their spelling and number skills. Most pupils in key stage 2 use ICT successfully to present information in a variety of interesting ways. They use a range of sources maturely, for instance, when finding out about the different layers of the ocean. By Year 6, many pupils have very effective ICT skills. An example of this is the innovative way they use programmable technology to construct complex toys and make them move. Most pupils in the special teaching facility enjoy using ICT and make good progress in developing their skills.

### **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils display very strong levels of wellbeing. They enjoy school and show very positive attitudes to their learning. Pupils' confidence and perseverance in tackling challenges contribute effectively towards ensuring that they show high levels of engagement, motivation and interest in their work. Pupils are inquisitive and show imagination, participating eagerly in a wide range of interesting indoor and outdoor learning opportunities. Nearly all are proud of their school and their work and this reflects in the high standard of presentation in their books.

Nearly all pupils co-operate extremely effectively and demonstrate strong levels of resilience when addressing their tasks for lengthy periods. Nearly all pupils demonstrate high standards of behaviour and self-discipline. They behave calmly and responsibly in class and while moving around the school. Most settle in lessons quickly and move between tasks sensibly and efficiently. The respect and courtesy that pupils show to each other, adults and visitors is a very strong feature of the school.

Within the special teaching facility, nearly all pupils participate eagerly enthusiastically and show zest for learning. Most pupils are confident to meet new people and try new experiences often with encouragement from familiar adults. Pupils are confident to mix and enjoy playing with mainstream children at playtime.

Pupils know where to turn if they need support and are confident that staff will listen and deal appropriately with any concerns. Pupils work well together with staff to plan termly topics and express opinions about what they want to learn. This results in pupils being highly absorbed and interested in their work. From an early age, most pupils have a good understanding of what they do well and what they need to do to improve their work. Most make effective use of self and peer assessment and are keen to make changes. This improves their self-confidence and supports their progress as they move through the school.

Nearly all pupils take full advantage of the numerous opportunities given to express their opinions about important aspects of school life. They speak with pride about the contributions they make to the school and local community, such as promoting children's rights. Nearly all contribute to their own wellbeing and that of their peers very successfully. Several highly effective groups, such as the school council, criw Cymraeg and rights respecting ambassadors, have a positive effect on the daily life of the school. For example, they raise funds for charities such as Children in Need and Water aid and promoting the use of the Welsh language across the school. They regularly meet with the senior leaders to share their opinions and thoughts. They understand that they are representing the views of other pupils in the school community and take on this role passionately.

Nearly all pupils are very proud of receiving the first ever 'Swansea Outdoor Schools Award', this is a notable feature of the school's work. Pupils talk passionately about their love of outdoor learning and the positive impact this has on their wellbeing. They articulate confidently about how these activities improve their levels of resilience, motivation and engagement in their classroom learning.

Nearly all pupils enjoy the strong international links with schools in Gambia, Finland, Sweden, Italy and Ireland. This enables pupils to compare their school experiences with pupils in another country. Older pupils share their experiences regularly with other pupils. As a result, many pupils develop a remarkable standard of global awareness.

Nearly all pupils display a positive attitude towards eating and drinking healthily and have a very good awareness of the effect this has on the body. Nearly all discuss sensibly how exercise is an equally important aspect in keeping healthy and feel that physical activity is a very positive aspect across the school.

Most pupils appreciate and engage extensively in the wide range of curriculum enrichment activities that the school provides, resulting in good levels of pupil participation. Consequently, pupils from the school perform at a high level in a range of regional sporting events. Nearly all pupils feel safe in school and have a good understanding of how to keep themselves safe. Most pupils have a clear understanding of how to stay safe when using the internet and take appropriate responsibility for this. For example, pupils across the school understand clearly and discuss the possible dangers of making new friends on line maturely.

Attendance rates over time have placed the school above the average when compared with similar schools. Most pupils are punctual at the start of the school day. Nearly all pupils say they are eager to come to school, one Year 6 pupil says that 'although we are a small school, we do so many activities and we achieve so much'.

### **Teaching and learning experiences: Good**

The school's thematic approach to planning the curriculum motivates pupils and encourages them to investigate and learn new things successfully. Through collaborative planning, teachers create an effective practical outdoor learning curriculum that engages nearly all pupils' interest and stimulates their imagination. For example, foundation phase pupils find out which types of wood ignite a fire best in the local woodland and make fires and hot chocolate when it's cold.

Learning experiences enable pupils to develop their skills, knowledge and understanding effectively in an integrated manner. This has a positive effect on pupils' attitudes to learning. Within foundation phase classes, there is a good range of continuous and enhanced provision which the children are able to access independently and purposefully. For example, in the nursery, learners create sparkly sequined sunglasses and in year 1 and 2, pupils think of fillings for a disgusting sandwich. Provision for sport and fitness is a strength of the school. Extensive use is made of the outdoor areas to support the wellbeing of nearly all pupils. This has a positive impact on the attendance of many learners.

In nearly all classes, strong relationships exist between pupils and adults based on mutual respect. In most classes, teachers plan a range of learning activities that challenge pupils of most abilities. Most lessons are taught at a brisk pace, and teachers' use of questioning is effective. Occasionally, however, work does not challenge pupils well enough, or limits what they can achieve. Most teachers ensure that lessons move at an appropriate pace for all pupils. They explain and model work effectively. The caring, working relationship between adults and pupils helps pupils to feel comfortable making mistakes and to persevere to overcome them. Nearly all teachers use an appropriate balance of techniques, including practical activities, paired and group work, to maintain pupils' interest. For example, pupils in Year 6 interrogate a database to eliminate suspects in a murder investigation in mathematics.

A beneficial range of visits and regular visitors to the school support the curriculum well. For example, pupils visit a local museum to find out about life during the Second World War and they visit a local residential outdoor activity centre to develop resilience and team building skills.

The school's agreed approach to giving pupils feedback about their work helps most pupils to improve. In many lessons, teachers provide extra challenges for pupils to extend their learning, for example by correcting spelling mistakes and by using further similes in their writing. Staff encourage pupils to be involved in assessing their own work and work of their peers regularly. This helps pupils to be aware of how well they have done and how to move their learning forward.

Teachers' planning links appropriately to the literacy and numeracy framework. They plan a broad range of opportunities for pupils to write for a variety of purposes. Pupils in the foundation phase write interviews with Guy Fawkes and newspaper reports on the theme of 'London's Burning'. In key stage 2, pupils report effectively on Ross Edgley's Great British Swim and explain how the human eye works. Teachers plan effective opportunities for pupils to develop their speaking and oral presentation skills in meaningful ways. There are planned opportunities for nearly all pupils to develop Welsh oracy and reading skills across the school. Younger pupils are encouraged to develop their written Welsh language skills appropriately. However, provision for older pupils to write for different purposes in Welsh is limited.

Provision for ICT is very effective. It supports high levels of pupils' progress and ensures that they apply their skills well to support their learning across the curriculum. For example, in the foundation phase, pupils are able to use packages to draw and to write sentences. Key stage 2 pupils use coding skills well and present different types of graphs, for example to show Leon Britton's football league appearances over time.

In the foundation phase, teachers plan regular weekly challenges for the development of a range of skills. However, teachers do not always guide pupils enough to make balanced choices. For instance, many pupils select more literacy challenges rather than attempt numeracy or Welsh challenges. In key stage 2, teachers offer few opportunities for pupils to apply their numeracy skills across the curriculum.

In the specialist teaching facility, staff establish good working relationships that encourage and foster the learning of all pupils. They have a good understanding of pupils' skills and strengths and have high expectations of pupils. Staff utilise previous learning well to move all pupils on in their learning in different contexts. For example, when planning a treasure hunt, the teacher successfully matches the individual pupils' numeracy skills when counting gemstones with comparing groups of gold coins in the outdoor sand area.

### **Care, support and guidance: Good**

The school is a caring, welcoming and inclusive community with a strong level of respect, trust and co-operation between staff, pupils and parents. Staff know the children very well and respond sensitively and effectively to their individual needs. As a result, pupils feel valued and this helps develop their self-confidence and build self-esteem.

The school has developed an appropriate system to track pupil progress and attainment. Teachers monitor development of skills in numeracy and literacy and use this to plan for individual needs successfully. Staff in the specialist teaching facility understand and respond to pupils' emotional and social needs very effectively. For example, they plan themes such as the 'pirates' topic alongside other foundation phase classes but adjust numeracy activities in their own pirate ship area carefully to meet the needs of each individual pupil. This is a strength. All teachers devise carefully structured education plans for individual pupils where necessary. These plans are clear and have measurable outcomes that parents, pupils and teachers review together regularly. As a result, most pupils make the expected progress towards their individual targets.

The school is at the heart of its community. Worthwhile opportunities for pupils to be active in the local community include cleaning a local beach to improve the local environment. There is a strong and successful relationship between home and school. Parents feel well informed through a range of methods such as newsletters, social media and text messaging.

Nearly all staff foster and promote pupil wellbeing, particularly through very effective use of outdoor learning. They ensure that pupils benefit from a wealth of stimulating and interesting open-air activities that engage and inspire them. Teachers provide many beneficial opportunities for pupils to learn about healthy eating and exercise. For example, clubs such as running, netball or cricket help to develop pupils' fitness and ability to work as a team. Taking part in regular yoga and mindfulness sessions in lessons helps pupils stay calm and gives them time to reflect. These worthwhile activities benefit pupils' wellbeing very successfully.

Staff promote pupils' understanding of how to keep safe while working in the woodland or using the internet, very well. For example, visits by the police to inform pupils about online safety, road safety and substance misuse support pupils to make sensible choices. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

There are stimulating experiences for pupils to enrich and develop their creative skills. For example, the school choir performs with Dunvant Male Voice Choir and Shân Cothi. Staff make valuable use of visitors to expand pupils' arts experiences, for example when they work with local artists to create attractive pictures and poetry about the Gower. These opportunities enrich pupils' experiences very effectively and lead to good standards in their creative skills and enrich their awareness of their Welsh culture and identity successfully.

There are many opportunities for pupils to take on responsibility. For example, through the school council, eco-club and as sports ambassadors, these develop pupils' leadership skills effectively.

The school promotes pupils' spiritual and moral development very effectively through well-planned collective worship. This promotes a greater understanding of human rights and core values and encourages pupils to think about and support others as well as themselves. Pupils have opportunities to develop an understanding of the lives of others in different parts of the world. For example, pupils have established email links with schools in Europe that are partners in their international project work. As part of their work on understanding the human rights of the child, they support pupils in a Gambian school to access clean water and have an education. As a result, most pupils develop a good understanding of their own rights and an awareness of the challenges faced by children in different countries. Most pupils are successfully learning to become ethical informed and knowledgeable individuals.

### **Leadership and management: Good**

The headteacher places pupil wellbeing at the heart of the school's vision and philosophy. He provides fully committed and supportive leadership and is passionate about ensuring that all pupils have the best start to their education. He promotes and shares the school values effectively and works conscientiously with pupils, parents and the wider community successfully. The recently established senior management team and members of staff work together effectively as a team. This helps to create a purposeful learning organisation.

The school has appropriate processes to evaluate its effectiveness that are based on a range of first-hand evidence, such as listening to learners, learning walks and an analysis of assessment data. Where leaders use this information most successfully, they identify suitable priorities and put in place procedures to bring about rapid and sustained improvement. For example, the work done to improve pupils' ICT skills has resulted in this area becoming a strength of the school. However, some aspects of self-evaluation procedures are underdeveloped. For example, the monitoring of teaching does not have a specific enough focus.

Performance management procedures link well with identified actions for improvement. Staff objectives link closely to their individual development needs and

the current priorities of the school improvement plan. The school uses professional learning opportunities well to focus on improving specific areas of its provision with specific training for all staff. For example, teachers have received focused training on improving their delivery of Welsh and this has led to significant improvements in pupils' standards of oracy across the school. Learning support assistants work collaboratively to observe and reflect upon each other's practice and make improvements. This has enhanced the provision for the teaching of basic reading skills. In addition, a whole school investment in planning and delivering effective outdoor learning to enhance pupil wellbeing has increased nearly all pupils' levels of resilience and resulted in their very good attitudes to learning. This is now a strength of the school.

The governing body makes an effective contribution to the school's development. It knows the school well, supports its work appropriately and has a good knowledge of its strengths and areas for development. The headteacher keeps governors well informed about developments and pupil progress through detailed reports. Governors have a good knowledge of the school's performance data and its strengths and areas for development. They challenge the leadership team robustly as critical friends and hold the school to account for its performance effectively.

Leaders and staff have responded well to the challenges of developing a new curriculum for schools in Wales. They are developing a creative and stimulating curriculum, which engages pupils successfully.

School staff are proud advocates of the benefits of outdoor learning on pupils' wellbeing. They have worked closely with Swansea University on a project which has proved that outdoor learning improves pupils' health and wellbeing. Teachers lead a variety of projects and share good practice with a number of schools both locally and within Europe. These promote the advantages of using the environment to stimulate and engage pupils in their learning. These include reciprocal visits to Finland, Sweden, Italy and Ireland to observe teaching and learning, strengthen aspects of pupils' wellbeing and improve outdoor provision. The effectiveness of this collaborative work is evident in the high-quality outdoor experiences the school provides for pupils across the school. Partnership working is a strong feature of the school.

The school is well resourced, with sufficient, suitably qualified teachers to deliver all aspects of the curriculum. The teaching assistants provide valuable support for individuals and groups of pupils, both within mainstream classes and in the special teaching facility. School leaders and governors manage resources effectively in order to provide rich and varied learning experiences for pupils. They allocate funding appropriately to support the school's priorities and monitor expenditure carefully to ensure that it affects provision and pupils' standards positively. The school makes appropriate use of the pupil development grant to support pupils who are eligible for free school meals. As a result, nearly all identified pupils make good progress from their individual starting points.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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